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ABSTRACT

This newsletter seeks to promote the concept of bilingual-bicultural education. Among its articles are "Arguments Against Bilingual Education," "Portuguese Reading Materials on Parade," "A Spanish Omnibus," and "Carrascolendas Makes Debut on Educational Television." There are announcements of the opening of a Portuguese materials resource center in Providence, Rhode Island, and speakers for the First International Multilingual-Multicultural International Conference in San Diego. A list of U.S. distributors of educational materials in Spanish and Portuguese is included. Articles appear in Spanish, English, and Portuguese. (SK)

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# Materiales en Marcha

PARA EL ESFUERZO BILINGÜE--BICULTURAL•

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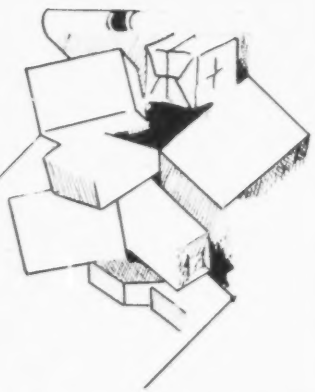

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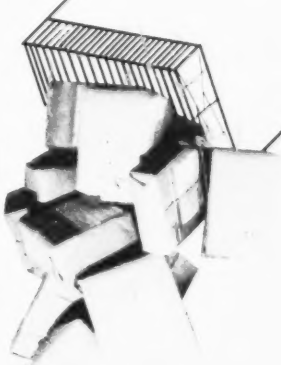

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JUAN ARAGÓN

# FIRST ANNUAL INTERNATIONAL MULTILINGUAL MULTICULTURAL CONFERENCE

JACK CHEN

JOHN GARCÍA

## SAN DIEGO, CALIFORNIA

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## APRIL 2-5, 1973

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- Entertainment
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BILLY MILLS

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Registration deadline: March 1, 1973

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ALBAR PEÑA

## DON'T BE DISAPPOINTED LATER

JOSE ULIBARRÍ

# Materiales en Marcha

PARA EL ESFUERZO BILINGÜE-BICULTURAL*

Materials Acquisition Project
Parallel Curricula in Spanish and Portuguese
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COVER PHOTO: Dr. Bert Rivas, International Multilingual Multicultural Conference Coordinator, and his secretary, Elida Chávez, take a look at their logistics layout.

# About Our Authors

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# Editor's Notes

Now that Materiales en Marcha is four months old and our readers have been able to realize what we are attempting to accomplish, we wish to urge you to communicate with us concerning what you do and don't like about the magazine. Our intention is to be of service to bilingual-bicultural teachers and administrators, and we would welcome suggestions as to how we could improve upon the quality and quantity of information we include in each issue.

In this issue we feature three "firsts"--our first article about Portuguese materials, our first article about secondary Spanish materials, and our first article in a series spotlighting outstanding bilingual-bicultural programs across the country. The latter represents an effort to provide our readers with a wide variety of opportunities to enrich their own programs as a result of knowing what is occurring in others.

In addition, we are happy to have an article that announces the start of the Southeastern New England Portuguese Materials Resource Center. Since Portuguese, as Ron Sousa avers in his article, is one of the most commonly heard second languages (other than Spanish) and since there is a concentration of Portuguese-speakers in Southeastern New England, this is an encouraging event. Morecver, we are particularly proud because it was begun with materials from MAP!

MAILING LIST FORM

If you would like us to add your name or that of an associate to the mailing list for Materiales en Marcha, please fill out the following form and mail it to Ann Kern at MAP:

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NUMBER AND STREET_____

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# Aragón Y Mills Hablarán Ante La Conferencia
# Aragón And Mills To Address Full International Conference

Juan Aragón y Billy Mills han sido los primeros conferenciantes que han aceptado invitaciones para dirigir la palabra en reunión general a los concurrentes a la Conferencia Internacional Multilingüe Multicultural que se efectuará en San Diego del 2 al 5 de abril de 1973. Además, Jack Chen, Edward de Avila, John García, Barney Old Coyote, Albar Peña y José Ulibarrí participarán como conferenciantes en reuniones parciales. Se espera que más personas notables de la rama de educación multilingüe multicultural serán incluídas por el comité encargado del programa a medida que se vayan finalizando los planes.

Aragón, de Avila, García, Peña y Ulibarrí son chicanos; Chen es chino, y Mills y Old Coyote son americanos aborígenes.

Los coordinadores de la conferencia están incrementando sus esfuerzos por dar oportunidad de participar a representantes de la comunidad y por proveer presentaciones, discursos, conferencias, sesiones de trabajo, diversiones y exposiciones que sean de valor y utilidad para los distintos grupos étnicos que asistirán. También están poniendo énfasis en que las actividades se relacionen a las necesidades de poblaciones rurales y urbanas.

La fórmula "El Niño + La Familia + La Comunidad = Un Mundo Multilingüe Multicultural" es el tema de la conferencia, mediante el cual se ilustrará la efectividad de usar el primer lenguaje del estudiante como medio de instrucción. La educación multilingüe multicultural será puesta de relieve en escalas nacional e internacional a medida que la conferencia vaya definiendo específicamente: lo que es la educación multilingüe multicultural, por qué debe ser parte integral de la dinámica social de E.E.U.U., y cómo puede ser implementada en los niveles local, estatal y nacional.

El primer día, al considerar la educación multilingüe multicultural, la conferencia enfocará su atención en qué es ; el segundo día en por qué es necesaria ; el tercer día en cómo debe ser llevada a cabo. Una atracción adicional del tercer día será una serie de visitas a programas bilingües de San Diego. En el cuarto día se hará resumen de lo logrado durante los primeros tres días y se presentarán recomendaciones sobre qué acción tomar en el presente y el futuro. Cada día habrán diversiones y exposiciones comerciales, culturales y educacionales.

La conferencia se alojará en el Centro de Convenciones del Town and Country Hotel de San Diego, que es el centro de convenciones más nuevo de California del Sur. Contiene cuatro grandes salas para reuniones y banquetes que pueden ser usadas individualmente o divididas en múltiplos de dos o más. Dispone también de seis salones con paredes removibles y de una casa de reuniones y un Tiki Hut al lado de la alberca del hotel que incluyen siete salones completamente equipados para reuniones y banquetes. La conferencia ha reservado todas estas áreas para actividades para dar cabida a 4,000 concurrentes.

Un sinnúmero de novedades y rasgos arquitectónicos del centro de convenciones lo hacen uno de los más modernos, versátiles y completos centros de su clase. Dispone también de habitaciones cómodas y elegantes en un edificio de diez pisos y de grupos de casones estilo rancho de uno y dos pisos

situados en un jardín tropical de veintidos acres.

Individuos u organizaciones que tengan preguntas acerca de la conferencia deben dirigirlas inmediatamente al Dr. Bert Rivas de MAP para que él pueda responder lo más pronto posible. Se ha fijado el 1° de marzo de 1973 como la fecha cuando se cerrarán las inscripciones para la conferencia.

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Juan Aragón and Billy Mills are the first speakers to accept invitations to address the full International Multilingual Multicultural Conference in San Diego April 2-5, 1973. In addition, Jack Chen, Edward de Avila, John García, Barney Old Coyote, Albar Peña, and José Ulibarrí have agreed to participate as lecturers. Other prominent people in the field of multilingual multicultural education are expected to follow suit within the next few weeks as the program committee firms up its final schedule.

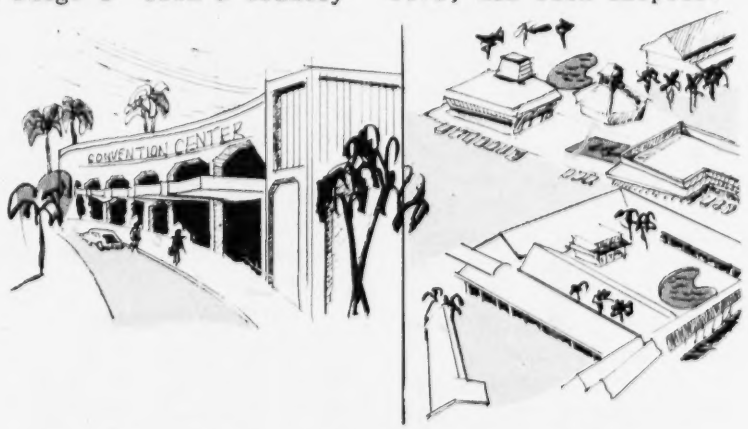
Aragón, de Avila, García, Peña, and Ulibarrí are Chicanos. Chen is Chinese, and Mills and Old Coyote are Native Americans.

The conference coordinators are making extensive efforts to provide community representatives with opportunities to participate and to provide presentations--speakers, lecturers, workshops, entertainment and exhibits--meaningful to a variety of ethnic groups. They are also emphasizing relevance to both rural and urban populations.

The formula "Child + Family + Community = A Multilingual Multicultural World" is the theme of the conference, which will illustrate the effectiveness of using a student's primary language as a medium of learning. Multilingual multicultural education will be featured on a national and international scale as the conference dedicates itself to defining specifically what multilingual multicultural education is, why it should be an integral part of social dynamics in the U.S., and how it could be implemented at local, state, and national levels. The first day of the conference will focus on the "what" of multilingual multicultural education; the second day, on the "why"; the third day, on the "how." An added attraction on the third day will be on-site visitations to bilingual programs in the San Diego area. The fourth day will review what has been accomplished in the first three days' activities and make recommendations for present and future action. Entertainment and commercial, cultural, and educational exhibits will be interspersed throughout the entire conference schedule.

The conference location, San Diego's Town & Country Hotel Convention Center, is the newest hotel convention facility in Southern California. It contains four attractive meeting-banquet rooms which can be used singly or in multiples of two or more. Also available are six smaller rooms with removable walls and a Meeting House and poolside Tiki Hut containing seven completely equipped meeting-banquet room facilities. The conference has claimed all these areas to accommodate the 3,000 to 4,000 participants for whom it is being planned. A variety of features and innovations have been designed into the Convention Center to make it a very modern, versatile, and complete hotel convention center. Resort-type housing accommodations are also available in a 10-story high-rise and groups of one- and two-story ranch-style buildings set in a 22-acre tropical palm garden.

Individuals or organizations with questions or suggestions concerning the conference should immediately send them to Dr. Bert Rivas at MAP so that they can be acted upon as soon as possible. A registration deadline of March 1, 1973, has been adopted.




San Diego's Town & Country Convention Center

# Los Argumentos En Contra De La Educación Bilingüe

**Por Rafael M. Fernández**

Al escucharlo por primera vez nos extraña saber que en ocasiones los chicanos mismos se oponen a la educación bilingüe--no tanto a la educación bicultural como a la bilingüe. Sin embargo, si nos ponemos a considerar sus razones comprendemos que en realidad su oposición proviene de temores y resentimientos creados por las circumstancias en que viven y han vivido, y que no es tan extraño que se opongan. Consideremos pues los tres argumentos principales que algunos chicanos enuncian en contra de la educación bilingüe:

### El Primer Argumento

El primero de estos lo formulan, por lo general, padres chicanos o mexicanos que quieren que sus hijos aprendan inglés cuanto antes para que puedan competir por empleos. Tales padres no comprenden que la educación bilingüe facilita el aprendizaje del inglés a la vez que mantiene y amplifica el idioma materno y que, además, evita que los estudiantes se atrasen en el resto de las materias, puesto que las pueden estudiar en el idioma materno mientras aprenden el inglés. Tales padres no comprenden tampoco los daños que sufren los estudiantes hispanoparlantes que son sumergidos súbitamente en programas totalmente en inglés, daños a su personalidad tanto como a su capacidad para expresarse oralmente y por escrito.

### El Segundo Argumento

El segundo argumento lo enuncian aquellos jóvenes que quieren mantener vivo su dialecto chicano de barrio. No comprenden que la educación bilingüe no se opone a esto. Es un postulado educacional que para mejor ayudar al estudiante a ayudarse a sí mismo el maestro debe reconocer los conocimientos que este trae consigo y debe basar su enseñanza sobre ellos. Es decir, es obligación del maestro fomentar el uso de los dialectos chicanos que en realidad sólo enriquecen a los lenguajes español e inglés. Es obligación del maestro animar a sus alumnos a escribir prosa y poesía en su dialecto regional, a conservar modos de expresarse que son frutos vívidos de su cultura.

Pero también es obligación del maestro amplificar la base de conocimientos del estudiante. Es menester proporcionarle cuantas ventajas sean posibles. Y una ventaja tremenda es poder expresarse eficazmente en dos lenguajes y un dialecto.

El aprender un español genérico no impide que se haga uso del dialecto regional. El español genérico es un vínculo común de los distintos pueblos hispanoparlantes--y será un catalizador adicional de acción política.

### El Tercer Argumento

El tercer argumento lo formulan jóvenes chicanos que ya no hablan o casí no hablan español. Se preguntan por qué deben aprender español.

En realidad, la educación bilingüe-bicultural debe ser obligatoria sólo para aquellos que no hablan inglés o que lo hablan limitadamente. Debe ser voluntaria para los demás. La mayoría de esos jovenes chicanos que no hablan o casí no hablan español llevan, sin embargo, latente dentro de sí, una facilidad para aprender español que se deriva del contacto que han tenido con el desde su infancia. Qué triste sería que no se aprovecharan de esto. El sabor de la cultura chicana está envuelto en el español y sus dialectos. No asirse a la oportunidad de aprenderlo es desperdiciar parte de su herencia. ¿Qué significativos serían los estudios de la cultura sin el lenguaje?

Busquemos la manera de educar a nuestro hermanos acerca de los ventajas que ofrece la educación bilingüe-bicultural.

# Arguments Against Bilingual Education

**By Rafael M. Fernández**

Upon hearing it for the first time we are surprised to find that on occasion Chicanos themselves are opposed to bilingual instruction-- not as much to bicultural as to bilingual instruction. However, if we stop to consider their reasons we soon understand

that in reality their opposition springs from fears and resentments created by the circumstances in which they live and have lived, and that there actually is nothing surprising in their opposition. Let us therefore consider the three main arguments to which some Chicanos allude against bilingual education.

### The First Argument

The first of these is formulated, in general, by Chicano or Mexican parents who want their children to learn English as quickly as possible so that they will be able to compete for jobs. Such parents do not understand that bilingual education facilitates the learning of English while maintaining and amplifying the mother tongue, and that besides, it prevents students from falling behind in the other subject areas, since these can be studied in the mother tongue while English is being learned. Such parents also do not understand the damages suffered by Spanish-speaking students who are suddenly submerged in programs totally in English-- damages to the personality as well as to the capacity for oral and written self-expression.

### The Second Argument

The second argument is enunciated by those young men and women who wish to keep alive their Chicano dialect of the barrio. They do not understand that bilingual education is not opposed to this. It is an educational postulate that in order to better help the student help himself the teacher must recognize the knowledge and skills he brings with him and must base his instruction on these. In other words, it is the teacher's duty to promote the use of the student's Chicano dialect, which in reality only enriches the Spanish or English languages. It is the teacher's duty to motivate the student to write prose and poetry in the regional dialect, to conserve forms of expression that are the vivid products of his culture.

But also it is the teacher's duty to broaden the student's base of knowledge. It is imperative that he be given every possible advantage. And a tremendous advantage is to be able to express himself effectively in two languages and one dialect.

The learning of generic Spanish does not preclude the use of the regional dialect. Generic Spanish is the common bond of the different Spanish-speaking groups-- and will be an additional catalyst for political action.

### The Third Argument

The third argument is formulated by young Chicano men and women who do not speak Spanish or speak it to an extremely limited extent. They ask why they should have to learn Spanish.

In effect, bilingual-bicultural education should be mandatory only for those who do not speak English or who speak it limitedly. It should be voluntary for the rest. The majority of those young Chicano men and women who do not speak it, or speak it to a very limited extent, have, nonetheless, latent within them, a facility for learning Spanish that derives from having had contact with it from infancy. How sad that they should not take advantage of this. The flavor of Chicano culture is wrapped in Spanish and its dialects. Not to grasp the opportunity to learn it is to waste part of their heritage.

How meaningful would studies of the culture be without the language?

Let us seek the means of educating our brothers on the advantages that bilingual-bicultural education offers.

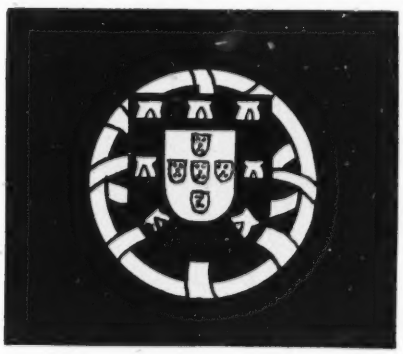
## CALIFORNIA BILINGUAL EDUCATION BILL

California has state-mandated bilingual education as of December 20, 1972, when Governor Reagan signed a bill which will, in his words, "make sure that those schools which wish to participate are able to develop effective bilingual educational programs which are appropriate to their own particular community needs."

According to its author, Assemblyman Peter Chacón (D-San Diego), the bill "aims to offer English-speaking students the most comprehensive foreign language instruction to date and to improve the English language skills of some 200,000 pupils from homes in which English is not primarily used."

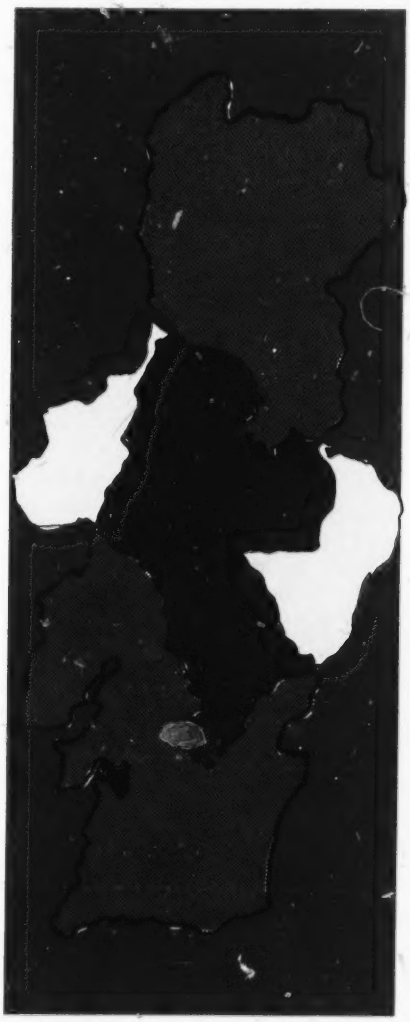
# Portuguese Materials Resource Center To Open In Providence In January 1973

A Portuguese Materials Resource Center has been started in Southeastern New England with a set of approximately 1,550 materials from MAP. Augmented by additional commercially produced and project-developed instructional items, these materials will be made available for review by interested schools, colleges, and community organizations.

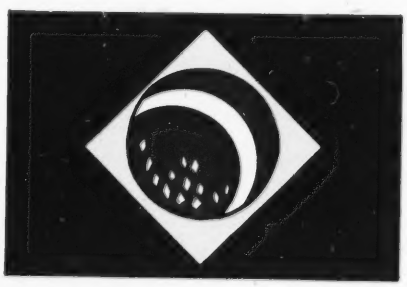


The Portuguese Materials Resource Center (Southeastern New England) will be located in the Nathan Bishop High School Library, 350 Elmgrove Avenue, Providence, Rhode Island 02903, and its hours of operation will be 8:00 a.m. to 3:00 p.m. Monday through Friday. A Portuguese-speaking aide will be available in the building to assist visitors. Bilingual Project Director Frank Piccirilli, Jr., is the person responsible for the center.

An open house is on the agenda for January 1973, after which a series of workshops will be scheduled to investigate several curriculum areas and the implications of the materials. The materials will be available on a library loan basis as well as for review at the center, and single copies of project-developed materials may be xeroxed at the expense of the visitor. Travel expenses will be paid for approximately five teachers from each of the Title VII projects in the region to attend workshops. Invitations to the open house and workshops will be extended to interested groups through the State Department of Education.



Community libraries in Providence, Rhode Island, and New Bedford, Massachusetts, will receive a small selection of supplemental reading materials in Portuguese from the center. Intended to encourage reading at home, these materials are likely to be included in the collections of Providence's Fox Point Branch and an as-yet-undetermined branch of the New Bedford Public Library by late spring 1973.



# Portuguese Reading Materials On Parade

By Ronald L. Sousa

Yes, you read the title right, "Portuguese Reading Materials." That's the other second language most commonly heard here in California. Why an article on Portuguese reading materials? Well, despite the common error that all bilingual-bicultural projects are Spanish-English, I am proud to announce that Hayward, California, is among the six Title VII projects across the nation that are Portuguese-English or have Portuguese-English components.

Portuguese curriculum materials are at a premium because of their scarcity. Consequently, when one finds appropriate materials that can be adapted to the needs of students, he feels compelled to share this information with others.

Let me begin with the mediocre and move upwards. Livro de Leitura da Primeira Classe is the age-old standard beginning reading text of Portugal. (In fact, one of our Azorian-born instructional aides remembers learning to read from this book.) Aside from some additional stories and illustrations the book has remained the same for years. The book is authored by three Portuguese school teachers, a common practice in Portuguese materials. (Perhaps no one person wants to take the blame or credit for the publications.)

The major limitation of the book is that the most important segment of learning to read in Portuguese (the vowel system) is introduced on four pages. This is followed by a brief description of the diphthongs and the remaining letters in the alphabet and their relationship with the vowels. Upon reaching page 31 it appears that the student is ready to read! In essence, the book introduces each new concept but provides little or no practice with the new concepts. Nevertheless, the book has taught thousands of Portuguese students to read. Who are we to say what system works best? For our purposes, Livro de Leitura da Primeira Classe has been effective with additional teacher-made supplementary materials.

On a more positive side, the stories contained in the book are quite good in that they depict a Portuguese bicultural flavor; particularly delightful are two stories, "A Noite de Natal" and "Festa na Aldeia." These stories can be told orally or recorded on cassettes for listening posts.

One last point to be mentioned about this book is that it introduces cursive handwriting right along with printing. Again, who are we to say what system is best? We need to keep in mind that kids don't have the same hang-ups as we educators do. If it works in Portugal, why shouldn't it work in the U.S.?

Again, the title of the book is Livro de Leitura da Primeira Classe, written by Maria Luisa Torres Pires, Francisca Laura Batista, and Glória N. Gusmão Morais (Lisboa: Rodriguez, 1967). It costs $1.50.

Brazil is now standing up and being counted in the publication of rich Portuguese reading materials. Pompom, Meu Gatinho; Alfabetizaçao (Rio de Janeiro: Cadernos, 1971), written by Thereza Neves Da Fonseca and Icles Marques Magalhães, falls into this category. Pompom is a large (workbook size), colorful reading text. It has a good format and is well-illustrated, especially nice for the children because of its animated cartoon characters. This book, which contains a lot of syllable work, should be used with students who already know their alphabet and who have begun reading in Portuguese. Therefore, it could be considered a good second-level reading series. (In fact, Pompom, together with Livro de Leitura da Primeira Classe, tied together by teacher creativity, could very well form your beginning reading pro-

**That's the other second language most commonly heard here in California.**

gram in Portuguese.)

One of the best features of the book is that it comes with a teacher's manual à moda americana. This is a rarity in Portuguese-made materials, and it is refreshing to see such a helpful guide. The teacher's manual gives clear directions and helpful suggestions for the implementation of each lesson. It also gives suggestions for charts and visual aids to accompany the stories. Particularly helpful is Section III on page 7, "Período Preparatório," which outlines in detail what a child needs to know before he is ready to read.

Tôda criança necessita de um período preparatório antes de iniciar a aprendizagem da leitura.

O professor, em relação a seu alumo, deve estar seguro:

- da boa coordenação motora, visual e auditiva dêle;
- de sua percepcão das formas;
- de seu interêsse pelos livros e por historias que venham a ser contadas;
- do bom atendimento que tenha a ordens recebidas;
- de sua atenção;
- de seu desejo de ler;
- de sua participação no grupo;
- de seu ajustamento social e emocional.

One slight drawback of the book is that it does contain a lot of Brazilian vocabulary and Brazilian expressions. The obvious solution is to substitute the vocabulary or use it according to the independent needs of your students. The teacher's manual costs $ .75, and the student's text costs $1.50, a worthwhile series.

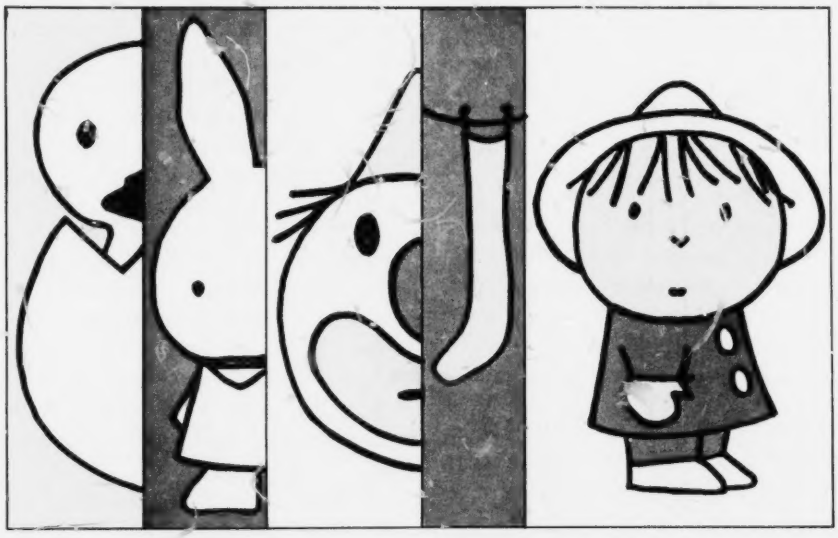
gatinho
gatinho

Perhaps you have been searching for some materials to supplement your Portuguese reading program. We have discovered a delightful supplementary reading series entitled Colecção Girassol, written by Dick Bruna (Lisboa: Verbo, 1971). The set consists of 15 books entitled:

1. O Circo
2. A Escola
3. O Ovo
4. O Pássaro
5. Eu Sei Contar
6. Eu Sei Ler
7. Boa Noite
8. Bom Dia
9. Uma História Sem Palavras
10. A Praia
11. A Neve
12. O Fogo
13. Já Leio Melhor
14. Os Dois Amigos
15. As Meninas Gêmeas

The price of the entire set is only $11.26. The books are small (6" X 6") and can be easily handled by children. The binding and the paper are of good quality; the illustrations are very clear and colorful.

I particularly like four



books in the series. Volume 9, "Uma História Sem Palavras," is just that, a story without words. This is a great language development activity in that children can relate to the pictures and add their own vocabulary. Volume 5, "Eu Sei Contar," teaches the numbers 1 to 12. On the left side of the page there is a large number in black, and on the right side of the page there is a picture containing as many objects that correspond to the number on the opposite side. For example, for the number 7 the picture contains a green coat with seven yellow buttons. Two other books in the series, Volume 6, "Eu Sei Ler," and Volume 13, "Já Leio Melhor," are written with very large, bold type and are excellent for meeting the reading needs of your individual children.

These colorful little books have a multitude of uses, and if planned right they can effectively supplement your reading program. One of the ways you can use these books is to record them on tape and use them on listening posts. It's a good idea to have at least three or four copies (if possible) of each volume so that a small group can follow along in the books as they listen to the tape. One last comment: this series is also available in Spanish.

Before I draw this article to a close, I would like to mention one other source of supplementary Portuguese reading materials. The series is entitled Livro Infantil (Lisboa: Majora-Walt Disney, 1971). These books are clothbound, extremely colorful and durable in nature. The series consists of translations of such stories as "The Three Little Pigs," "Donald Duck," "Mickey Mouse," and "Pinocchio." The humorous aspect of these animated characters introduces the child to the actual fun found in reading material similar to newspaper comics. The books provide an insight into the world of wonder and make-believe. These, too, can be recorded on tape or can be read orally during storytelling.

So that, my friends, is a review of Portuguese reading materials. It does not pretend in any way to be a complete list of available materials; however, it does strive to make you aware of some of the kinds of things our teachers are doing with these materials. Any suggestions you can offer us will greatly be appreciated! Adeus e boa sorte!

# A Spanish Omnibus For Secondary Teachers

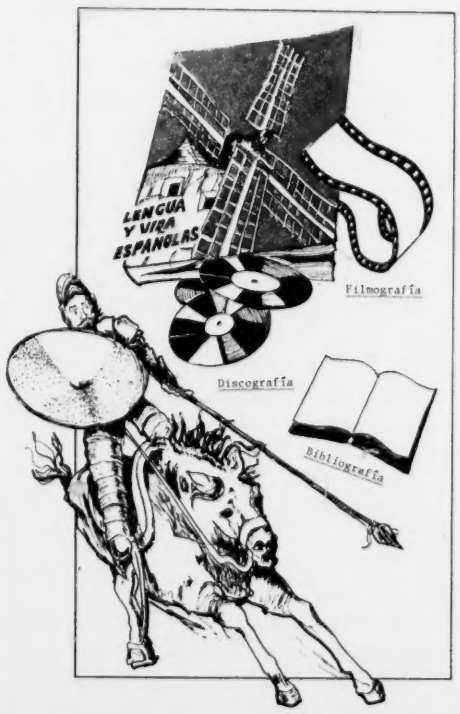
**By Donald F. Firebaugh**

The search for a suitable text as the "vehicle" for a new course you are planning is always an agonizing and frequently a fruitless task, with the result that you often settle for less than satisfactory "transportation." Your already overtaxed ingenuity is stretched to the breaking point as you scurry about collecting and organizing supplementary materials to fill in the lacunae between the real and the ideal. Wouldn't it be wonderful, you muse ruefully, if someone, sometime would write a text with the TEACHER in mind throughout, and not (as you sometimes strongly suspect) simply throw in a teacher's manual as an afterthought or some sort of pedagogic soporific.

Harassed secondary teachers of the Spanish language (at least), relax! I have good news for you! Someone HAS been thinking of you! In fact, they have done it ALL for you. No more long hours of preparation, no frantic wondering where to find additional materials, supplementary readings, A-V offerings directly related to the unit, etc., etc.--it's all there! This time all you have to do is "go along for the ride" in a comfortable new Spanish "omnibus." The trip will be delightfully relaxing for you and an exciting learning experience for your students.

What is this rare find, you hesitantly query, not really daring to believe your ears? (So often have you heard such announcements in the past, only to be cruelly disillusioned when confronted with the actual product.) Who are these wondrous beings who have taken pity on your perspiring brow and overburdened shoulders and actually written a text to make YOUR task easier and more satisfying? The authors are Walter Mangold and José Inocencio Tejedor, and the text is Lengua y Vida Españolas: España, Tierras y Hombres (Madrid: Mangold, 1969). Its price is approximately $3.25. A well-illustrated paperback of 207 pages on glossy paper with clear, well-defined two-tone print, it was designed by the authors to be used in the curso superior de humanidades. "Aspira a revisar y completar los estudios de cursos precedentes y a proporcionar un conocimiento de España de valor y alcance formativos." If you are planning (or teaching) an advanced high school Spanish culture class, an advanced high school Spanish course for bilinguals, or are looking for good supplementary or background material for an introduction to peninsular literature, this text is an answer to your prayer. It provides the student with a physical and human landscape of Spain through carefully selected and highly captivating readings. Using the medium of language the student comes to know and love the land and people of Spain, at the same time broadening and enriching his vocabulary and enhancing his oral and written fluency. The subjects covered include the following: paisajes de España; el pueblo español; los españoles según ellos mismos; los españoles según los extranjeros; pueblos y ciudades de España; Madrid; las viviendas; las riquezas; las costumbres; las fiestas; la comida. Authors represented by the selections include, to mention but a few, such Spanish literary giants as Ortega y Gasset, Baroja, Azorín, Juan Ramón Jiménez, García Lorca, Menéndez Pidal, Unamuno, and, among foreign authors, Rubén Darío, Alejandro Dumas, George Ticknor, Teófilo Gautier.

Each chapter is preceded by



# All you have to do is go along for the ride.

a panorámica or overview, which serves as a general introduction to the theme developed throughout. Chapters vary in length from three to six lessons. Each lesson is organized into the following four fases:

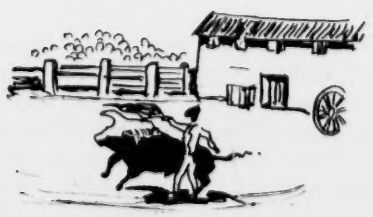
1a fase: EJERCICIOS DE COMPRENSION

a. TEXTO: a short reading selection, varying in length from 10 to 40 lines

b. ANOTACIONES: some short biographical sketches of the author of the selections, as well as historical and biographical notes on personages, events, and places mentioned in the readings.

c. ACLARACIONES LINGUISTICAS: vocabulary definitions and lexicographal explanations, especially where terms are used in a sense other than the commonly accepted one

2a fase: EJERCICIOS DE ASIMILACION



a. RESUMEN: a summary of the text, usually varying from five to eight lines in length, containing the fundamental ideas of the selection

b. DICTADO: either the resumen may be used, or a specified paragraph from the reading

3a fase: EJERCICIOS DE EXPRESION ORAL Y ESCRITA

a. CONVERSACION: divided into two moments: (1) questions leading to a simple, direct answer; (2) questions related to the general topic of the selection, requiring a more extensive, grammatically structured reply. Finally the teacher poses general topics for group discussion (also provided by the text), setting out the main ideas related to them on the chalkboard. These serve as a basis for the

b. REDACCION: writing assignment to be done outside of class

c. APENDICE: when given, it includes an additional literary piece or a series of refranes, to be studied and discussed along the lines suggested above

4a fase: EJERCICIOS DE AMPLIACION

a. BIBLIOGRAFIA: complete bibliographical data for additional reading or research on the topic

b. DISCOGRAFIA: information on records to be used

c. FILMOGRAFIA: films related to the topic, with all pertinent data necessary for ordering

There you have it, all laid out for you, as simply, clearly, and completely as you could wish. The whole gamut is covered--reading, conversation, discussion, writing, enrichment, with a minimum of preparation on your part. Sit back and enjoy the ride, say the authors, and leave the driving to us!

Enlarging Spanish vocabulary is fun with NACHO the puppet.

AGAPITO and TINA host young viewers in Carrascolendas.

Comics MIKE GOMEZ and PETE LEAL are among the favorites on the series.

**Program Spotlight**

# Carrascolendas Makes Debut On Educational Television

**By Mike Pool**

Carrascolendas, the first nationwide bilingual television series for grades K-2, made its debut on PBS stations this fall. Thousands of Spanish- and English-speaking children are now familiar with this make-believe town where the two languages serve as vehicles for learning math, science, history, culture, Spanish reading, English as a second language, and Spanish oral language skills.

The 30 color programs, each 30 minutes in length, include skits featuring the residents of Carrascolendas, inviting animated segments, Spanish- and English-speaking puppets, and films, all geared to stimulate and motivate the young viewer and to serve as springboards for bilingual classroom activities.

Authentic traditional songs, games, dances, rhymes, and riddles of Mexican-American children give this series a unique ambiente, as do the films which carry viewers into a piñata factory, a Mexican-American potter's studio, an underwater world off the coast of México, a tortilla factory, and other fascinating places.

Short, snappy cartoon segments feature words with a flashing letter to support the learning of reading in Spanish. One of these, for example, depicts a lobo building a house with ladrillos, some of which are stolen by a masked pig ladrón. As the l in each word flashes, it is sounded, and then the word is pronounced. Thirty-eight such segments are found throughout the series.

Linguistic research serves as the basis for many segments designed to teach English oral language skills. The problematical z sound, the use of does in asking questions, saying an before words beginning with a vowel sound, and uses of the word on as contrasted with in are among the objectives met in songs and skits where learning and fun go hand in hand.

Much emphasis is given to the self-concept area via segments dealing with the recognition of oneself as a unique individual, dealing with emotions, the advantages of bilinguality, and the like. The total series contributes to a positive self-concept in that many children are viewing for the first time a television series featuring that which is their own: their language, their customs and traditions, their people.

Nationwide response to the programs has been overwhelming. From virtually every area of the United States comments such as the following are being received:

"Our children have discov-

ered that they can be proud of their native tongue."

"The students who wouldn't admit that they knew Spanish seem to have learned it overnight."

"I enjoy seeing my students genuinely interested in a television program that takes such an important role in the learning process. I regard it as a vital part of our expanding language arts curriculum."

"This is an excellent chance to get some concepts over which we cannot put over so well. Takes the dryness out of many things."

"The program has brought more enrichment activities, more involvement, new ideas, and less boredom than any other television program."

"'Do we get to watch Carrascolendas?' is a daily question."

"One shy Spanish-speaking girl seems to be coming out of her shell since viewing. She responds better and more often than before the program."

"I feel that it has added a zip to our day that I, as a classroom teacher, could never add."

"I am interested in widening the experiential background of my children, and Carrascolendas is a big help."

The series is accompanied by a detailed Teacher Guide and Visuals Kit. These provide descriptions of each program plus a wealth of activities, games, song lyrics and suggestions for reinforcement of the series' concepts, and all of the visuals needed for conducting these.

Carrascolendas is funded by the United States Office of Education under Title VII. Research and curriculum development are carried out by Mike Pool, Project Director; Carol Perkins, Curriculum Director; and John Martínez, Field Relations Coordinator; all of the Education Service Center, Region XIII, of Austin, Texas. The series is produced by KLRN-TV, Channel 9, of Austin with Aida Barrera, Executive Producer, and José Villarreal, Producer. Nationwide evaluation of the series is conducted by the Center for Communication Research of the University of Texas under Dr. Frederick Williams and Geraldine Van Wart. The project's community advisory board is chaired by Dr. Severo Gómez, Assistant Commissioner of Education, Office of International and Bilingual Education, Texas Education Agency.

Information as to dates and times the series may be viewed is available from local educational (PBS) television stations.

"Our children have discovered that they can be proud of their native tongue."

"I feel that it has added a zip to our day that I, as a classroom teacher, could never add."

"Do we get to watch Carrascolendas?' is a daily question."

# Fullerton Prepares Bilingual Conference

A conference on bilingual-bicultural education will take place from the first through the third of February, 1973. The conference, which is sponsored annually by the Bilingual-Bicultural Program of Cal State University, Fullerton, is dedicated to facilitating the work of all administrators, professors, parents, and instructional aides who work in present bilingual programs, and of all the other people who are interested in beginning bilingual-bicultural programs.

The conference has as its objective the presentation of the theory of bilingual-bicultural education and its practical application in the schools. This will be realized by means of workshops, bilingual class observations, and commentaries by persons recognized as authorities in bilingual-bicultural education.

The workshops will consist of methods and means of putting bilingual-bicultural training into practice, presentations of outstanding and appropriate materials, demonstrations of techniques that utilize cultural aspects, observations of bilingual classes, and studies of federal laws that allow the community to initiate and participate in programs.

Specific questions should be directed to Mr. Américo López-Rodríguez, Director, Bilingual-Bicultural Program, Cal State Fullerton, Fullerton, California 92634.

# Fullerton Organiza Una Conferencia Bilingüe

Una conferencia sobre la educación bilingüe-bicultural tendrá lugar del 1° al 3° de febrero de 1973. La conferencia, que es patrocinada anualmente por el Programa Bilingüe-Bicultural de la Universidad de Cal State, Fullerton, está dedicada a facilitar la labor de todos los administradores, profesores, padres de familia y ayudantes de clase que trabajan en programas bilingües actuales, y de todas las personas que estén interesadas en iniciar programas bilingües-biculturales.

La conferencia tiene como objetivo presentar la teoría de la educación bilingüe-bicultural y su aplicación práctica en las escuelas. Esto se realizará por medio de sesiones de trabajo, observaciones de clases bilingües, y comentarios por personas reconocidas como autoridades en la educación bilingüe-bicultural.

Las sesiones de trabajo consistirán de métodos y maneras de practicar la enseñanza bilingüe-bicultural, presentaciónes de materiales sobresalientes y apropiados, demostraciones de técnicas que utilizan los aspectos culturales, observaciones de clases bilingües, y estudios de reglamentos federales que permiten a la comunidad iniciar y participar en programas bilingües.

Preguntas específicas deben ser dirigidas al Sr. Américo López-Rodríguez, Director, Programa Bilingüe-Bicultural, Cal State Fullerton, Fullerton, California 92634.

There are many possible explanations for the consistent lack of success of public schools in educating minority group children....a number of recent studies...suggest that attitudes and expectations play powerful roles in the scholastic performance of these students.

Russell N. Campbell
Sixth Annual Convention
Teachers of English to
Speakers of Other Languages
February 26-March 1, 1972
Washington, D.C.

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EL PROYECTO DE ADQUISICION DE MATERIALES TIENE COMO MISION poner a la disposición de las maestras y los maestros de clases bilingües y biculturales elementales y secundarias de los Estados Unidos información acerca de materiales vigentes de enseñanza publicados en países hispano o lusitanoparlantes.

MATERIALS ACQUISITION PROJECT'S MISSION

is to make available to teachers of elementary and secondary bilingual-bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries.